

## Spellings

physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant

Monday – Write your spellings into your book – using a dictionary, find and write the definitions.

Thursday – Create a spelling scribble using this week's words. Examples of these can be found by searching Google or Pinterest.

Friday – Time for the test! Write your answers into your book and keep a note of your scores.

## Handwriting

Tuesday – practise writing the tricky double ss letters by copying these words into your books.

ss ss

possession

profession

dessert

association

classification

quintessential

blissfulness

brusses

## Writing

### Monday – Revise SPaG

Complete tasks on Spag.com.

### Tuesday – Publishing

Type up your diary entry from last week. We would love to read it. A “2do” has been set for you on Purple Mash. The best pieces will be included in our St. Peter’s Experiences of Coronavirus book 2020. The “2do” will be available on Purple Mash from Monday 8th - Monday 15th June. Please use the page border to publish.

### Wednesday – Reading comprehension skills

This term we will be using a website for delivering Y6 English writing lessons pre-recorded by Y6 teachers. This first unit of writing should span over two weeks and focuses on writing a setting description.

Today’s lesson starts with reading comprehension skills – specifically inference. You will need a pen and paper to join in. The teacher reads through an example and then gives you the opportunity to practise some reading questions independently.

To do this, you can pause the video, close the video, click next activity and then navigate through slides (located on bottom bar of video screen) to the questions. The teacher then models answers for you to compare with your own. Please ignore the spelling words that are covered at the end (from about 14:25 mins).

Follow this link for today’s lesson.

<https://www.thenational.academy/year-6/english/setting-description-lesson-1-reading-focus-year-6-wk3-1>

### Thursday – Reading comprehension skills

Today’s lesson continues on from yesterday. The focus again is reading comprehension skills – specifically inference. You will need a pen and paper to join in. To do this, you can pause the video, close the video, click next activity and then navigate through slides (located on bottom bar of video screen) to the questions. Please ignore the spelling words that are covered at the end (from about 14:40 mins).

Follow this link for today’s lesson.

<https://www.thenational.academy/year-6/english/setting-description-lesson-2-reading-focus-year-6-wk3-2>

### Friday – Text features

Today you are finding the key features of a setting description. The teacher reads some more description from the story and identifies the features used. In the independent activity you will get the opportunity to read another section of the text and analyse what features it uses. Again, you can skip through the spelling words that are covered, but this time they are near the start (from 2:40-5:05).

Follow this link for today’s lesson.

<https://www.thenational.academy/year-6/english/setting-description-lesson-3-identifying-features-year-6-wk3-3>

<b>Working towards the expected standard: The pupil can:</b>	
• write for a range of purposes	
• use paragraphs to organise ideas	
• in narratives, describe settings and characters	
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
• use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly	
• spell correctly most words from the year 3 / year 4 spelling list,	
• spell correctly some words from the year 5 / year 6 spelling list	
• write legibly.	
<b>Working at the expected standard: The pupil can:</b>	
• write effectively for a range of purposes and audiences, selecting language that in narratives, describe settings, characters and atmosphere shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	
• integrate dialogue in narratives to convey character and advance the action	
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative;	
• using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
• use verb tenses consistently and correctly throughout their writing	
• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
• spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
• maintain legibility in joined handwriting when writing at speed	